**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 2** | | | **Date(s)**: August 27, 2012 |
| **Unit Title:**  **Unit 1: A Story to Share** | | | **Corresponding Unit Task: 1 (Story Map)** | | |
| **Essential Question(s):**   * **How does asking and answering questions help me to understand key ideas and details while I read?** * **How do characters develop throughout a story?** * **How do illustrations and words in a text help readers comprehend what they read?** * **How do good writers share their opinion with readers?** * **How do good writers tell the story of someone else’s life?** * **How can a good speaker effectively share a story with an audience.** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Pre-assessment** * **Pencils** | | | | * **story** * **challenge** * **prompt** * **spelling** * **grammar** * **capitalization** * **punctuation** * **details** * **relevant information** * **conclusion** * **illustrations** * **characters** * **events** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Word Study**  **Standards:**  **L.2.2d – Generalize learned spelling patterns when writing words.**  **I Can Statement(s):**   * **I can use spelling patterns to correctly spell new words.**   **Instructional Plan:**   * **Administer the Spelling Inventory.** | | | | |
| **Gradual Release of Responsibility:**   * Modeled   Shared   * Guided Practice   Independent | **Speaking & Listening**  **Standards:**  **SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions.** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about topics and texts under discussion.**   **I Can Statement(s):**   * **I can understand classroom rules and procedures.**   **Instructional Plan:**   * **Discuss classroom rules and procedures.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Reading**  **Standards:**  **RL.2.1 – Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.**  **RL.2.3 – Describe how characters in a story respond to major events and challenges.**  **I Can Statement(s):**   * **I can read a story and answer questions about the characters and events.**   **Instructional Plan:**   * **Administer Pre-Assessment** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Writing**  **Standards:**  **W.2.8 – Recall information from experiences or gather information from provided sources to answer a question.**  **I Can Statement(s):**   * **I can write in response to a prompt.**   **Instructional Plan:**   * **Administer baseline writing. (Writing portion of the ELA Pre-Assessment.** | | | | |
| **Closing/Summarizing Strategy** | * **Review of “I Can” statements.** * **Ticket-out-the-Door** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students will begin to practice classroom routines and procedures as we complete our day.** | | **Small group work and partner work to review classroom procedures.** | | | **Classroom rules and procedures will be posted as visual reminders.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  ELA Unit 1 Pre-Assessment and Ticket-out-the-Door | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*